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# The Playground

Playgrounds  
and  
Juvenile Delinquency



L. W. Hime

WHAT SHALL THE FUTURE BE?

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# The Playground

Published Monthly by the

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## PLAYGROUNDS AND JUVENILE DELINQUENCY

L. H. WEIR.

Chief Probation Officer, Cincinnati, O.

To him who remembers with due appreciation the holy joys, the maddening delights, the immeasurable value of his own innocent and even reckless, lawless childhood plays, it seems like sacrilege to merely hint at a relation between play and wrongdoing. Play, however, is instinctive and, like all other instincts, in order to express itself seizes upon and makes use of the material and opportunities at its disposal. If the condition of children's lives is such as to make impossible a natural, normal expression of this instinct, then it is quite probable that play will become a factor in juvenile delinquency.

In the cities, especially the larger cities, the conditions surrounding the play of children are usually unwholesome and the opportunities pitifully inadequate. American cities as a rule seem to have been planned for commercial and industrial purposes solely. The proper care and training of children seems not to have been considered—a shortsighted policy; but this was not realized in the maddening rush for material gain.

For true education and culture through *spontaneous*, natural play we have made little or no provision. The result of all this has been that practically the only playground for the thousands of children in our great cities, and notably so of Cincinnati, is the street. Every one knows, who knows anything of cities, that the streets of the crowded portions are better fitted for almost anything else than playgrounds. Moreover streets are too sacredly dedicated to the Goddess of Business to be used for such a frivolous purpose as play; and both the law and its representatives conspire to keep this stern goddess upon her throne. When a number of boys are gathered together on a corner, playing ball or marbles, or any other of the hundred things a boy delights to do, nine chances out of ten they run amuck of a policeman, and are either dispersed or arrested. At heart the policeman may be their friend, but back of him is an ordinance he is sworn to enforce and a reputation he is obliged to make; and the children are sacrificed to the law and its minion.

## *PLAYGROUNDS AND JUVENILE DELINQUENCY*

To be burdened and constrained in the exercise of one of the most instinctive passions of his nature creates a spirit of rebellion in the boy and makes him suspicious. Play he must have because he cannot help it,—therefore he will try to beat the "cop." Lookouts are posted, a blue-coat is sighted, some one calls "cheese it, the cop," and away they go glorying in the fact that they have defied the law, or rather its representative. Hence arises a disregard and contempt for law and authority which is a fundamental cause of the great increase in delinquency among the children of our cities. You may call it the "rebellion of the children" if you please—a rebellion against the deprivation of their natural rights. If the law forbids playing in the streets and provides no other place for play, they will either play in the streets in defiance of law or do something worse than mere playing. In this restraint we may find the genesis of the predatory gang that causes officers and courts so much trouble. It is but a step from sneaking on the "cop" to sneaking something from the grocer, the fruit-dealer, the department store, or to picking pockets; it is all of a piece.

Street playing, even when unmolested, is undesirable in many ways and often leads to a first acquaintance with the juvenile court. I recall the case of a number of boys at the close of the last municipal election who almost demolished a neighbor's wagon to get fuel for a bonfire. A Hallowe'en prank of the same nature brought legal disgrace upon forty boys. Who of you that have ash barrels has not been surprised and chagrined to find some morning that a night raid has deprived you of that necessary receptacle? Frequently windows are broken in ball playing and stone throwing, either accidentally or maliciously; and many are the complaints of sensitive people (generally without children) who have declared that they cannot endure the noise of the children playing in the streets near their homes.

The obvious remedy for this evil is—in the first place, that the municipality provide adequate playgrounds, and in the second place, that they be put under wise management. Many cities have already begun to do justice to the needs of the children so long outraged. Cincinnati until within the past two years had done little or nothing along this line, although if the recently-appointed independent Park Commission is able to carry out the comprehen-

## *PLAYGROUNDS AND JUVENILE DELINQUENCY*

hensive system of parks, playgrounds, recreation centers, etc., which it has planned, she will take first rank among the cities of this country in caring for the needs of the children. Already three playgrounds have been opened in the down-town, crowded portion of the city. Their influence in diminishing certain forms of delinquency was immediately apparent.

The first of these is a small park with a wading pool and ball ground in the neighborhood of John and Wade Streets, a very crowded section, which had during the year 1905 and part of the year 1906 furnished the juvenile court with many cases of delinquency, ranging from stabbing to such minor offenses as throwing rocks and balls through windows. Since the opening of this breathing and play place cases of delinquency have been conspicuous by their absence. This remarkable result was undreamed of by even the most enthusiastic supporters of the park and playground scheme. When we consider the immeasurable joy and pleasure and increased healthfulness that have been added to the lives of the children one can begin to form some conception of the meaning of this most important and needed change in city-building.

The second of these is known as the Lytle Park playground in the neighborhood of Lawrence and Third Streets, an even more crowded and distinctively tenement district than that mentioned above. This district has always been one of the critical points in the delinquency problems of the city and still continues to be so. The playground portion of the park is equipped with all kinds of apparatus for the amusement of the children, and for half of the time a competent instructor and overseer has been in charge. The opportunities thus given the children to work off their surplus energy have resulted in a remarkable diminution in the number of two great classes of offenses—offenses against persons and against property. Within the past year there has been reported in that neighborhood but one case of destruction of property, and that was settled outside of court by a restoration of damages. Offenses against persons there have been none. In the matter of checking delinquency this playground has done more than several juvenile courts or other legal agencies. The playground has been open hardly two years and we can already record these remarkable results.

## *PLAYGROUNDS AND JUVENILE DELINQUENCY*

The third of these "children-developing" establishments is a more ambitious undertaking, comprising a park, a shelter house, a recreation center, a public laundry, and a large, magnificently equipped playground, located in the southwestern part of the city in the midst of perhaps its most congested and cosmopolitan population. Here are massed Jews, Italians, Greeks, Syrians, negroes in large numbers, and Americans of true and doubtful national ancestry. No part of the city has given the Juvenile Court such splendid opportunities to test the efficiency of its principles, and no part of the city seemed so hopeless. Within the past four years some good had been accomplished, some children had been held to the straight and narrow way of civic and moral righteousness, some parents had been taught the meaning of self-help and efficiency, some influences tending to lead children astray had been corrected; but the results on the whole had been meager so far as the future of this section is concerned—because the fundamental environmental conditions had not been changed. But a new era begins with the opening of this magnificent play plant. Its influence has already been felt in a small diminishing of offenses against property and persons, but the time is too short (the plant having been opened fully only last fall) to note changes similar to those that followed the opening of the two other grounds cited.

There are some other playgrounds, notably the very large athletic field between Hunt Street and Gilbert Avenue, but I shall refer to them only as playing a part in the general decrease of cases before the court.

In 1906 there were 1,748 children legally before the Juvenile Court and 410 were handled unofficially, making a total of 2,158 children. Of these children 1,450 were delinquent. In the fall of that year a beginning was made in opening playgrounds in the down-town portion of the city. In the year just closed there were 993 delinquent children before the court. Each year has noted a marked decrease. While some of this decrease may be due to other causes, the work of the court for instance, we are perfectly sure that one of the main factors has been the opportunity afforded the thousands of children in the most congested districts of the city to play in a natural and spontaneous manner.

## BOYS SENT TO PLAYGROUNDS INSTEAD OF TO REFORM SCHOOLS.

A number of boys from a congested part of Grand Rapids were brought into court for depredations committed on the railroad tracks. The boys' excuse for trespassing was that they had no other place to play.

They were instructed to hunt for a vacant lot in their ward which might be available for a playground and to report. The boys soon returned with the information that they "decided upon" a ten-acre lot which belonged to a nearby factory. Upon receiving the cordial consent of the owners to the free use of the land, the court explained the situation to the City Council of Grand Rapids. The Council co-operated to the extent of flooding the lot for skating in the winter; they also provided lights.

This playground has at present an average daily attendance of one hundred to two hundred children, not including the many others beyond the juvenile age.

After the matter had been referred to the City Council, the management of the playground passed out of the hands of the court.

HENRY D. JEWELL,  
Judge, Kent County Probate Court, Grand Rapids, Mich.

There was a gang of Polish boys in East Buffalo, N. Y. For months they had made of themselves a public nuisance by finding their recreation and amusement in the throwing of stones at the windows of passing railroad coaches. Several of the boys were arrested, but the mischief did not abate. Special watchmen were posted along the railroad track, but still the stones were thrown. Then the Broadway playground was opened in East Buffalo, and the members of the gang came to the playground. They did not stop throwing: they only changed their missiles from stones to basket ball, and their targets from passenger car windows to goals; but by this transition they themselves were changed from anarchists into law-abiding citizens.

EDWARD J. WARD,  
Supervisor, Social Centers and Playgrounds, Board of Education,  
Rochester, N. Y.

## *PLAYGROUNDS INSTEAD OF REFORM SCHOOLS*

Trinity Play Park in Dallas, Texas, has done more during the past twelve months to diminish the number of juvenile crap shooters than the combined police force has been able to accomplish in the past ten years. Property owners with rent houses in that particular section of the city have testified to fewer broken windows and lamps--to fewer evidences in general of that mischief-breeding habit of idleness that prevails throughout the summer months. Mr. Leman, the special Superintendent of Delinquents in Dallas, testifies that the number of juvenile offenders in the cotton mill district has been reduced more than fifty per cent. during the past year, although the increase in the number of children has been something over nine per cent.

W. A. CALLAWAY,  
Dallas, Texas.

Playground work was established in Trenton, N. J., as a municipal undertaking about the middle of 1908. The police records show practically no changes for the year 1908 as compared with previous years. The playground work was continued during 1909, when about three thousand boys under the age of twenty years were under the supervision, more or less tightly drawn, of the Playgrounds Commission and its paid and volunteer assistants. The results of the work are shown in the following table:

*Arrests of Trenton Boys.*

	1908	1909
Number of arrests of boys between ten and twenty years old, as reported by the Police Department of the City of Trenton..	638	484
Arrests of boys for crime, as reported by the County Court .....	41	31
Truancy cases, as reported by the Truancy Officer of the Board of Education.....	655	590

The police records show a decrease of twenty-eight per cent. in the number of arrests of boys, while the arrests made of men twenty years of age and upwards show an increase of ten per cent. It is fair to assume that, if there had been no playground super-

## *PLAYGROUNDS INSTEAD OF REFORM SCHOOLS*

vision, the arrests of boys would have shown an increase corresponding to the increase in the arrests of men.

EDMUND C. HILL,  
President, Trenton Playground Commission, Trenton, N. J.

The majority of the boys arrested for delinquency in Portland, Maine, during the five years when I have been probation officer, have been those that had left school at the ages of twelve to fourteen years to go to work.

The number of arrests made has gradually decreased, the number for the past year being one-third less than that for any previous year.

This result has been brought about by an efficient enforcement of the truancy law and the enactment of a better child labor law, aided very materially by our Fraternity House with its playground and summer camp, the boys' club and summer camp, and the schoolyard playgrounds that have been provided and equipped by the city.

With more playgrounds under the supervision of efficient instructors working in unison with our school-teachers and truant officer, I believe that juvenile delinquency in Portland can be reduced to a minimum.

GEORGE W. GROVER,  
Probation Officer, Portland, Me.

The total number of children arraigned during the year 1909 in the New York City Children's Court of the First Division was 11,494. Of this number 5,733 children were arrested for violation of Sections 720 and 43 of the penal laws which relate to acts of disorderly conduct. Among this number are the boys who got into trouble for playing ball in the streets, building fires, throwing stones, playing shinney and craps, and for pushing and jostling persons in an effort to pick pockets. The great bulk of these 5,733 arrests, however, grew out of the child's normal instinct for play, as is stated in my report.

ERNEST K. COULTER,  
Clerk, Children's Court, First Division, New York City.

## *PLAYGROUNDS INSTEAD OF REFORM SCHOOLS*

There are few influences at work for the betterment of juveniles more helpful to the work of the juvenile court than the influences of the playground.

J. J. GORHAM,  
Chief Probation Officer, Juvenile Court, Lucas County, Toledo, O.

In the Roxbury District of Boston we have two playgrounds that are largely patronized, the reason being that they are properly managed. I have no hesitation in saying that they have been the means of preventing many boys from getting into trouble. A mere open space, though attractively fitted out, is of itself useless and in the opinion of many qualified to judge becomes a temptation for continual loafing and evil-doing. But a space with a few clean, manly, considerate leaders, who will see to it that the boys from the various sections of the district shall have as much right to the privileges as the boys from the immediate locality of the playground, cannot fail to be a power for good in a crowded community.

It is a commonplace to say that upon the development of character in the individual depends the greatness of a nation. Any plan which tends to bring our boys into the open sunshine, away from the brooding darkness of congested districts, should interest every good citizen.

JOSEPH H. KEEN,  
Probation Officer, Municipal Court, Roxbury District, Boston, Mass.

The establishment of a provisional playground in the southwestern part of Philadelphia during the past summer—the ground being really an abandoned board yard—so completely transformed the character of the boys and girls in the neighborhood that the lieutenant of police of the district was at a loss to understand what had caused the sudden change in the conduct of the children in that section.

From over two years' experience in the Juvenile Court of Philadelphia, preceded by some fifteen years' experience as a member of the board of directors of a reform and industrial school, I am convinced that the lack of playgrounds and opportunities for healthful recreation leads both boys and girls into temptation,

## *THE FOURTH IN LARGE CITIES*

and is the real foundation for their delinquency. These delinquent children coming to the bar of the court are often more sinned against than sinning. Stunted bodies often result in undeveloped minds, and the latter in warped morals. Every child playing upon a sand heap in the street, wading in a flooded gutter, trespassing upon a building in course of erection, sliding and skating upon the sidewalks, using the roadways as a ball park and playground—is a living cry for the public playground.

WILLIAM H. STAAKE,  
Judge of the Court of Common Pleas No. 5, Philadelphia, Pa.

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## *CELEBRATING THE FOURTH IN LARGE CITIES.*

LEE F. HANMER,  
Associate Director, Department of Child Hygiene, Russell  
Sage Foundation, New York City.

The larger cities in America have Fourth of July problems to deal with that the small cities know not of. The pageant, the central meeting, the play picnic and the folk dances and games that are possible in the smaller cities, where all may come together and the majority can take part, are not possible where the population runs from two hundred and fifty thousand into the millions.

New York City has decided to prohibit the sale and use of fireworks from June 10, 1910, to July 10, and is thereby brought face to face with the problem of providing some kind of a substitute. If the day is to retain and further develop its proper significance as our greatest American holiday, it is evident that something must be done to keep before the boys and girls and the public in general, particularly before those who have recently come to our shores, the ideals for which the day stands. To undertake in New York City a program such as St. Paul, Springfield, Pittsfield and other cities have carried out with success would be an enormous task which could only be accomplished at the sacrifice of a large amount of time and money. Even then it would by no means reach all sections of the city as celebrations in the smaller places do.

The only alternative seems to lie in having celebrations in many sections of the city, and the problem is: first, who shall

## THE FOURTH IN LARGE CITIES

take charge of such celebrations; and second, who shall participate, and what shall be the character of the celebrations?

In order to bring about any systematic observance of the day and to get the necessary concessions from the city departments, it would, no doubt, be well to have a central committee appointed by the mayor to receive suggestions and to formulate and carry out a plan. That committee should include the superintendent of schools, the park commissioner or commissioners, the heads of playground or athletic organizations, a representative of the social settlements, representatives of the clergy, representatives of military organizations, the police commissioner, and several other prominent citizens. This committee might encourage the formation of sub-committees in various sections of the city, the chairmen of these sub-committees to be members of the central committee.

The usual plan of having pageants and parades where the people stand or sit and the spectacle passes by, might well be changed by arranging to have schools, settlements, Sunday schools, clubs and other organizations and societies present programs of songs, drills, folk dances and tableaux in spaces set aside for that purpose by the park department in many parts of the city. This department might agree to erect platforms or set aside park spaces for these exhibitions and grant permits for their use to organizations in the order in which applications are made. The city, through its central committee, should undertake to furnish music for these groups and the local sub-committee should provide the master of ceremonies. Each program might consist of something like the following:

MORNING, 10 A. M.

Patriotic music.

Reading of the Declaration of Independence, and Independence Day orations.

Patriotic music.

Tableaux.

Folk dances (Many nationalities represented).

Patriotic music.

Flag drill and salute to the flag.

Tableaux.

Music, "America."

## *THE FOURTH IN LARGE CITIES*

12 M. TO 12.15 P. M.

At exactly twelve o'clock have a salute fired from the guns at the forts, immediately followed by the ringing of bells and the blowing of whistles all over the city for fifteen minutes. In order that there may be something spectacular in which every child can take part, some such plan might be followed as the release of toy balloons, with small American flags attached, by all the children at the instant the salute is fired. This could be made even more impressive by having the bands play "The Star Spangled Banner" and having everybody join in the singing.

The schools could aid greatly in the preparation of such programs by drilling the children in songs appropriate for the occasion. In many schools the flag salute is part of the morning assembly program; and consequently the children are familiar with it.

AFTERNOON.

The afternoon could well be given over to picnics, games and excursions, as clubs, organizations or individuals might desire.

EVENING.

Municipal fireworks in charge of the central committee.

In New York City the display of fireworks should take place in several sections of the city, such as from the Queensboro and the Manhattan Bridges, on floats in New York Bay, and on floats in the North River, opposite about Twenty-third Street and One Hundredth Street. This would remove all possible danger from fires and make it possible for practically the whole city to witness the celebration.

The tableaux used at the exhibitions throughout the city should represent scenes typical of the struggle for American independence and of parallel historical events in foreign countries. Thus all nationalities would have a part in the day and make their contributions to the celebration of liberty and independence.

## *THE VIRGINIA PLAYGROUND LAW*

Some of the subjects for tableaux might be:

- The Signing of the Declaration of Independence.
- "The Spirit of '76."
- The signing of treaties.
- The surrender of Lord Cornwallis.
- Washington's farewell to his officers.
- The Boston Tea Party.
- William Tell and Gessler.
- The fall of the Bastile.
- The victory of Bannockburn.
- Garibaldi and his followers.

The expense of such a celebration to the city would not be great, being nothing more than that of providing music at the various centers and the evening display of fireworks. The day could thus be made inspiring and significant, and would be free from the annoyances and accidents that has been characteristic of celebrations in the past.

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## *THE VIRGINIA PLAYGROUND LAW.*

An interesting playground bill was passed in March, 1910, by the Legislature of the State of Virginia, and promptly received the signature of Governor William H. Mann. It embodies some of the features of the Massachusetts and New Jersey playground laws, and prescribes a definite and business-like way of carrying on playgrounds when they have been established.

The following are some of the significant sections of the law:

Be it enacted by the General Assembly of Virginia, That every city and town in the Commonwealth having a population of ten thousand or more accepting the provisions of this act shall, after the first day of July in the year nineteen hundred and eleven, provide and maintain at least one public playground conveniently located and of suitable size and equipment, for the recreation and physical education of the minors of such city or town, and at least one other playground for every additional twenty thousand of its population.

In all such cities and towns having a population of ten thousand or more, the mayor of such city shall, in his discretion, appoint three fit and suitable persons, citizens and residents of such city, who shall be confirmed by the common council, or other governing body of such city as commissioners of playgrounds, and who shall constitute and be known as the board of playground commissioners of such city. The commissioners first appointed under this act in any city shall hold office for the term of one, two, and three years, respectively, as fixed and designated by the mayor in their

## *PLAYGROUNDS IN CITY OF ONE HUNDRED THOUSAND*

respective appointments, and after the first appointments such commissioners shall be appointed for the full term of three years; vacancies shall be filled for the unexpired term only. They shall not receive any salary or other compensation for their services.

The bill further provides that the playground commissioners shall decide upon the location of public playgrounds and recreation places, and present to the common council a statement of the estimated cost of purchasing or leasing, and the amount required for grading and equipping the grounds.

If the common council authorizes the acquisition of the proposed lands the board shall proceed to purchase, condemn or lease the same and suitably equip the grounds.

The board of playground commissioners shall have full control over all such playground and recreation places and shall have authority to employ the necessary supervisors and custodians, the salary of such officers, however, to be determined by the common council.

In short, the bill provides the necessary authority for such cities as accept the provisions of the act to establish a department of public recreation and use municipal funds for the purchase, equipment and maintenance of the centers established.

The adoption of the measure is due largely to the untiring efforts of L. McK. Judkins, of the Civic Improvement League of Richmond, Va.

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## *PLAYGROUNDS IN A CITY OF ABOUT ONE HUNDRED THOUSAND POPULATION.*

A number of public-spirited citizens of Paterson, New Jersey, hope that the day is not far distant when their city shall have a playground director employed throughout the year to devote his entire time to solving the playground and public recreation problems of the city. William Dean Pulvermacher, the director of the Paterson vacation schools and playgrounds for the summer of 1909, is enthusiastic over the outlook for playgrounds in Paterson. The Board of Trade recently held a meeting to consider the playground problem.

During the last three weeks of the summer playground season of 1909 there was an average daily attendance in the several schools and on the central playground of over 1,200 children.

## PLAYGROUNDS IN CITY OF ONE HUNDRED THOUSAND

The recent graduates of the Normal School and some of the present pupils have rendered valuable assistance on the Paterson playgrounds. In other cities of the United States students in normal schools have also volunteered to serve as playground leaders and have rendered useful service to the community. At the same time they have gained valuable experience in working under trained playground directors.

In Paterson, as in nearly all cities, there has been the fullest possible coöperation from the press, the merchants, and the citizens in general. Business men loaned sites and donated apparatus. The Superintendent of Schools turned over to the Paterson Playground Association the grounds connected with each school. Mayor Andrew F. McBride expressed himself as being enthusiastic over "the success which the work has so far achieved in the city."

An embryo American Athletic Union was formed in one section of Paterson, and within a week a score of boy's athletic clubs were striving for supremacy. The competitions of the clubs replaced the former stone fights in the streets, and the boys began to train faithfully, so as to uphold the glory and honor of their particular club. Cigarette smoking was tabooed, for every boy realized that by smoking he was not only injuring himself, but that his team mates frowned upon his selfishness, for his "wind" would surely be his weak spot at the time of competition, if he smoked.

One of the Paterson papers, the *Call*, offered a set of medals for the final athletic meet. "Many a boy before going to bed watched the play of his muscles, and wondered whether they would carry him to one of the *Call* medals."

Thousands witnessed the final meet and many a parent's heart beat faster as he saw his "John" out-distance fleet competitors. A boy of thirteen who had never before dreamed of broad jumping won with a jump of fourteen feet, six inches.

Mr. Pulvermacher, in closing his extremely interesting report to the Paterson Playground Association, expressed the conviction that the foundation for the development of playgrounds in Paterson has been well laid.

It is now generally agreed that the recreational problem in our cities has attained such proportions that it is necessary to secure trained men of the highest natural qualifications in order that they may give their entire time to the solution of the play problems of children and adults. The letters received by the Playground Asso-

## PLAY LEADERSHIP IN BUFFALO, N. Y.

ciation of America indicate that a score of cities within the next few years will be employing able men of executive ability as superintendents of playgrounds, or as secretaries of recreation commissions. Columbus, Ohio, has just secured the services of Mr. E. S Martin, formerly County Superintendent of Schools of Racine, Wisconsin, to give his time solely to social center and playground work. If Paterson is able to arrange for recreation work throughout the year she will soon be followed by a number of other progressive cities.

---

## PLAY LEADERSHIP IN BUFFALO, N. Y.

Two of the Buffalo playgrounds are in charge of paid directors throughout the year. These directors have been able to get much stronger hold on their neighborhoods than have the directors who work only during the summer months. The caretakers of all Buffalo playgrounds has been employed on full time throughout the year. Harry A. Allison, Superintendent of Playgrounds, Buffalo, recommends the employment of one director in connection with each playground to conduct winter sports and to hold indoor gymnastic classes in any available hall or school in the neighborhood of the playground. It is now generally recognized that the most efficient playground work can only be done where the directors are employed by the year and give continuous service in trying to solve the recreation problems of their neighborhoods.

Swimming classes have been maintained in connection with the Buffalo playgrounds. The class at the Bird Avenue playground had an average attendance of thirty-five. The Glenwood Avenue playground is some distance from the water. As it was necessary, therefore, for the boys to pay carfare whenever they went swimming, the classes met only once a week. Each time, however, the director took them a different way or to a different place, so that they would get full value for their money. Different points of interest were visited together. The gymnasium of the Grace Universalist Church is being used by the playground boys and girls. At the present time there are six gymnastic clubs, with an average attendance of thirty-five, meeting weekly under playground supervision.

## *PLAYGROUNDS IN PENSACOLA, FLORIDA*

A picnic was arranged for the gun squad. The boys marched out in uniforms, while a wagon went on ahead with the eatables. The uniforms were purchased by money raised at a field day through the sale of pictures and candy. On one of the Buffalo playgrounds a series of evening baseball games was played between the single and married men of the neighborhood. "The married men almost won a game."

"The Bird Avenue playground has attracted to itself a large number of the best of the older girls of the community who are exerting a fine influence over the younger girls and making the playground stand for what it should. An effort was made during the fall to interest these girls in walking. Many walks were arranged for Saturday afternoons. The average attendance was only seven, but not always the same seven. These girls will form the nucleus of a flourishing pedestrian club. A 'wiener roast' was given to all the Buffalo playground girls entered in a mass drill. One of the schools of Buffalo co-operated with the playground workers by raising funds for twenty-five poplar trees which were set out on one of the playgrounds on Arbor Day."

No one can read the report of the Buffalo playground work without being pleased with the real play spirit. The swimming classes, the walking trips, the exploring parties, the picnics, the "wiener roasts," the summer camps for girls are all evidences of a delightful, informal, but well organized play leadership in Buffalo.

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### **CHILDREN'S GARDENS AND PLAYGROUNDS IN PENSACOLA, FLORIDA, A CITY OF THIRTY THOUSAND INHABITANTS.**

JOHN BRADFORD,  
Secretary, Pensacola Playgrounds Committee.

#### **I. CHILDREN'S GARDENS.**

The origin of the children's garden work in Pensacola dates from the year 1905-1906, when the principal of one of the schools called a meeting of public school-teachers and suggested that a united effort be made to clean and beautify the school grounds. The suggestion met with favor, and a number of schoolyards soon showed what can be accomplished by the exercise of a little thought and work.

## *PLAYGROUNDS IN PENSACOLA, FLORIDA*

In the late fall of 1907 the public school-teachers, together with some interested men and women of the community, met and organized the School Improvement Association, the purpose of which, according to its constitution, is "the doing of whatever may promote the highest efficiency of the public schools of Pensacola." Among the committees of this Association were those on school gardens, home gardens, schoolroom decoration, and school savings. All these lines of work have been carried on successfully.

During the year 1908, twelve hundred children planted gardens and many children entered the contest for prizes. An amount of one hundred dollars was set aside for this purpose. The horticultural exhibition amazed the people of the city. Many of the vegetables and flowers exhibited by the children compared favorably with those grown by professional gardeners. In November, 1908, a fine chrysanthemum show was held at which blue ribbons were awarded for the best school and individual exhibits.

In January, 1909, the mayor of Pensacola procured from the Department of Agriculture at Washington, fifteen hundred packages, each containing five smaller packages of assorted vegetable and flower seeds. A committee was appointed in every school and a distribution of the seeds was made. Over a thousand children had gardens during 1909, and two hundred and fifty-nine children competed in the exhibition. The city was divided into four districts, two ladies being assigned to each district. The contest gardens were visited once, twice, and in some cases three times during the season; the youngsters kept notebooks and were obliged to do all the work themselves.

These gardens have become a permanent feature in the child life of the community.

### II. PLAYGROUNDS.

The movement for playgrounds in Pensacola was organized in February, 1909, when the mayor of the city, after a conference with the officers of the Young Men's Christian Association, appointed a committee to take up and further this work. The committee was composed of the mayor, a Catholic priest, a physician, a banker, and the boys' secretary of the Young Men's Christian Association. A thorough study of the city was made. Lee F. Hanmer of New York City came to Pensacola and met and conferred with the members of the committee.

## *PLAYGROUNDS IN PENSACOLA, FLORIDA*

Work was begun in February, the first playground being opened during that month. Games and exercises for school boys were conducted at the noon recess hour. The high school students, under the direction of one of their teachers, built a club house and constructed the apparatus needed for this field.

Organized play, under the supervision of the teachers, was introduced into the schools. In these athletics the boys compete against time and space, rather than against each other. The girls have folk dancing and games, volley ball, basket ball, maypole dances, indoor baseball. In the primary schoolyards are to be found teeters and sand boxes for the little children. At the Armory a class in folk dancing was conducted during two evenings in the week, with an average attendance of two hundred.

During the summer of 1909 four centers were conducted. At the play or vacation school the boys were instructed in manual training and games, while the girls were taught weaving, sewing, basketry, and domestic service. Both boys and girls received instruction in folk dancing. There was also a swimming school at the boat club of the Young Men's Christian Association. In addition, there was special tutoring. The School Board granted the use of the most centrally located and largest school building for the play school, and paid the salary of the janitor.

At the central field, among other activities, a twilight baseball league was organized for business men, who played after six o'clock in the evening. The average daily attendance at this field was four hundred.

The cost of this all-year-round work for 1909 was twelve hundred dollars, the larger part of the money being expended for supervision; the director served without salary. A report of the school work has been published and copies may be procured by writing to the Young Men's Christian Association, Pensacola, Florida.

## REST ROOMS FOR WOMEN AND CHILDREN.

ALICE D. MOULTON,

Chairman, Civics Committee, General Federation of Women's Clubs,  
Warren, O.

We here in America have been slow to catch the European idea of providing public comfort stations for the people, but these necessities for health are at last making their appearance in the various cities and towns of the United States. In some instances rooms of this character, artistic in design, have already been established; they serve as waiting rooms for many women. But there is still a long-felt want in the smaller towns and villages, where women with children come from the rural districts to do their shopping, and where they are frequently obliged to wait while the men of the family attend to legal business. Where shall they wait? Where can the children sleep while the mother rests? Did you ever try to spend the time of waiting in a shop, caring at the same time for two, three, or four children? Perhaps you have noticed a weary mother so engaged. It is a picture such as this that has proven to city women the necessity of rest rooms for women who come in from the country.

We realize what an important factor the women from the farms—the wives and mothers—are in maintaining the standard of life in rural communities. By spending their lives remote from the city, these women must forego many opportunities of study and pleasure. There is at least one courtesy that the club women of any town may offer to these women—a comfortable room, where the little ones may sleep and the mothers may rest.

MERCHANTS in many cities are found to be generous in helping to maintain such rooms which are being established by women's clubs in various parts of our country. The chief source of income for the maintenance of rest rooms lies in the merchants and dealers who contribute small weekly stipends. It is also to the interests of county commissioners to provide rooms in their county seats.

A small club in a city of twelve thousand inhabitants decided last December to open a rest room as an experiment. The opening day was noted for a heavy rain. Seven women sought the room on the first day and from that time on the room has been constantly patronized, fifty-five women having visited it during the course of a single day and more than thirty a day during the holidays.

The furniture for this rest room was donated; the room is well

## *EXAMINATION OF CANDIDATES*

equipped with couches, easy chairs, and beds for babies. It is maintained entirely through small weekly contributions from merchants, dealers, and bankers. The club assumed the expenses for the first month. A telephone company immediately installed telephone accommodations as their contribution, and a lighting company promised to donate the light; they also supplied a small electric stove. Rent and the salary of a caretaker are the only expenses.

The city of Denver, Colorado, which is not found wanting in any branch of civic activity, is at the present time contemplating the installation of a rest room for women.

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## *EXAMINATION OF CANDIDATES FOR PLAYGROUND POSITIONS.*

LEE F. HANMER,

Associate Director, Department of Child Hygiene, Russell Sage Foundation, New York City.

Personality counts for so much on the playground that in any examination it is highly important to have a sufficient number of points depending upon the oral examination, in order to make it impossible for the applicant to qualify on the written work alone.

The following sets of questions are intended only as typical of the inquiries that should be made concerning an applicant's fitness to do playground work.

They are divided into three sets: First, playgrounds for children under ten years of age; second, playgrounds for boys over ten years of age; and third, playgrounds for girls over ten years of age. The application blank is designed to cover all three classes.

A practical difficulty in examining applicants is that many cities will need to employ workers coming from considerable distances, thus making it impracticable to hold a local examination. This difficulty might be obviated by securing the co-operation of a playground association or some other responsible organization in the city from which the applicant comes, to conduct the examination.

## *EXAMINATION OF CANDIDATES*

Form No. 1.

### **APPLICATION FOR A PLAYGROUND POSITION.**

Date of Application.....

Name ..... Address .....

Date of birth..... Weight..... Height.....

School or college attended.....

..... Date of Graduation.....

..... " " "

Occupations followed and the number of years in each.....

.....

.....

.....

If a teacher, where, when, how long, and what grades did you teach?

.....

.....

.....

What playground experience have you had—where and when?....

.....

.....

.....

What further training or experience have you had to fit you for

this work? .....

.....

.....

.....

What occupation work can you teach?.....

.....

.....

.....

Name and summarize briefly three books or articles bearing on

playgrounds that you have recently read.....

.....

.....

.....

References.....

.....

.....

## *EXAMINATION OF CANDIDATES*

Form No. 2.

### **EXAMINATION.**

Playgrounds for Children Under Ten Years of Age.

(Written examination 50 counts, oral examination 50 counts.)

WRITTEN (ten counts for each question).

1. What is the function of the sand pile and how would you guide its use?
2. Name five games for children under ten years of age, and describe each game briefly.
3. What occupation work would you have, and what materials are needed?
4. What equipment is needed on a playground for children under ten years of age, and how would you regulate its use?
5. What activities would you suggest for an afternoon session of a playground?

ORAL (50 counts).

1. What arguments can you give to support the establishment of playgrounds?
2. What would you do on the first day on a playground?
3. What part of the time should be devoted to occupation work—storytelling—songs—games—drills?
4. What do you consider the best plan of discipline?
5. How can the interest of parents and other citizens be secured?

Form No. 3.

### **EXAMINATION.**

Playgrounds for Boys Over Ten Years of Age.

(Written examination 50 counts, oral examination 50 counts.)

WRITTEN (ten counts for each question).

1. How would you regulate the use of shower baths and the swimming pool?
2. Describe the game of basket ball: court—basket—position of players—rules.
3. What proportion of the time should be given to team games and what to track and field athletics?

### *EXAMINATION OF CANDIDATES*

4. What equipment is needed for a playground and athletic field for boys over ten years of age?

5. Outline a program for a field day and give a list of events.

ORAL (50 counts).

(The oral examination should cover the same ground as that given in form No. 2.)

Form No. 4.

#### **EXAMINATION.**

Playgrounds for Girls Over Ten Years of Age.

(Written examination 50 counts, oral examination 50 counts.)

WRITTEN (ten counts for each question).

1. In what respect, if any, should games for girls differ from those for boys?
2. What games are especially suited for girls over ten years of age?
3. What activities would you have, and how would you apportion the time?
4. What equipment is needed on a playground for girls over ten years of age?
5. How would you organize a field day for girls?

ORAL (50 counts).

(The oral examination should cover the same ground as that given in form No. 2.)

30 SQUARE FEET IS CONSIDERED  
THE MINIMUM PLAY SPACE  
FOR EACH PUPIL.  
BOSTON PUPILS HAVE  
LESS THAN THE MINIMUM

20,000  
BOSTON PUPILS  
HAVE BUT  
10 SQUARE FT.  
each of  
PLAY  
SPACE

7000  
BOSTON PUPILS  
HAVE BUT  
6<sup>1</sup>/<sub>2</sub> SQUARE FT.  
each of  
PLAY  
SPACE

"BOSTON 1915" EXHIBIT

E. B. Mero

## RECREATION AND PLAYGROUND EXHIBITS AT THE “BOSTON 1915” EXPOSITION.

EVERETT B. MERO,  
Boston, Mass.

Recreation and playgrounds had a prominent part in the “Boston 1915” exposition which closed on December 1, 1909. A large model of a schoolhouse, its yard filled with dolls, indicated the crowded conditions under which Boston children must play in their schoolyards. The yard space was divided into three sections. The section nearest the door showed the overcrowding common to most of the schools. The section in front, at the left, showed the conditions prevailing where a space of but ten square feet is allowed for each pupil. The space at the right front showed what happens where there is a space of only six and six-tenths square feet for each child. Every visitor could thus see graphically the conditions under which the seven thousand Boston school children play. Attention was called to the fact that a schoolyard should provide not less than thirty square feet of space for each child.

The vice-president of the Massachusetts Civic League, piqued because the playground exhibit was not attracting more attention, borrowed a “model” boy from a clothing store and hung a bat, a football, and a hockey stick just above the boy’s reach—to indicate what modern cities are doing to boys.

The various city departments of Boston showed drawings and plans for recreation features. Olmsted Brothers presented comparative views of recreation center development, from 1886 when the Charlesbank Outdoor Gymnasium was built in Boston, to 1909 when a modern recreation center was built at Shelby Park, Louisville, Kentucky.



E. B. Mero

HELP US PUT THEM WITHIN HIS REACH

## BOOK REVIEWS.

### PLAYGROUND TECHNIQUE AND PLAYCRAFT.\*

Reviewed by LEE F. HANMER.

"The standards of life are absolute in America. \* \* \* The standards of team games on the playground are also absolute. The boy makes the team if he can 'deliver the goods.' In a hotly contested game of baseball, if a wild throw is made, if inefficiency is shown it is not pardoned or condoned. The plea that 'little Johnny did his best' doesn't go down on the play field. In this the playground represents life and in this its purpose and *raison d'être* is found. \* \* \* In the home if little Johnny doesn't do what he ought to do perhaps a little moral suasion serves the purpose. If little Johnny fails to get his Sunday school lesson or be a good boy God will forgive him; but if little Johnny cannot catch a 'pop up' or is afraid to tackle a 'hot liner' with bare hands his peers sit in judgment and the jury of equals pronounce the verdict, 'Go play with the kids!' 'Give him the sack off the team!' " This is one of the many striking passages from the first volume of "Playground Technique and Playcraft" by Arthur Leland and Lorna H. Leland, which has just been issued by the F. A. Bassette Company, Springfield, Mass.

The section on "The Philosophy of Play and Its Application" from which the above quotation is taken is by no means an index of the scope of the book. At least four-fifths of this first volume is given to practical discussions and illustrations of the most successful plans that have been devised for locating, grading, equipping, and administering public playgrounds. Field houses, and swimming and wading pools are also described, and drawings of some of the best are given. The volume is an excellent handbook for playground workers, giving as it does the meaning of play, its functions as regards both the child and the community, and many helpful suggestions for the construction and administration of play centers.

Several chapters have been contributed. One of these by Dr. Charles A. Eastman on "An Indian Boy's Training," gives us a glimpse into the inner life of the children of the forest that is fascinating and full of useful hints for the play leader.

\* "Playground Technique and Playcraft," Vol. I., by Arthur Leland and Lorna Higbee Leland. F. A. Bassette Company, Springfield, Mass., 1909. Price, \$2.50 net.

## BOOK REVIEWS

Playground architecture and landscape gardening receive considerable attention, and drawings are given of some of the best arranged playgrounds in Boston, Chicago, and other cities.

One of the most valuable sections in the book is devoted to "Playground Construction." Detailed specifications are given for draining, grading, surfacing, and laying out a public playground. This material has been worked out by the authors personally in their experience as playground supervisors and directors in Louisville, St. Paul, and Denver. We are also given in this connection some of the practical problems with which a playground director is forced to deal in developing a city system of playgrounds. The following quotation will suggest some of the problems that have to be faced.

"Unfortunately the mayor had some political debts to pay. Two or three men were offered the place on the committee, but refused to accept. Finally two were secured, but while these were very good men, they had not been connected with the other committee, and so were naturally inexperienced. \* \* \* As a result of these appointments, the playground movement lost both the backing of the civic league and the commercial club, and the advisory committee of three had absolutely no function other than that of giving advice."

The development of the Los Angeles playgrounds under the city commission is set forth in chapter eighteen. This gives not only facts concerning the organization of the commission and scope of its work, but also much in detail concerning the construction of apparatus, and field houses,—detailed specifications being given in most instances.

Industrial work, as a part of the playground activities, is also considered, and some good suggestions are given concerning playground excursions and camps. This is followed by extracts from bulletins of the Department of Agriculture, which give much of value to the playground worker who has to do with gardening and nature study.

One of the most useful features of the book is the chapter on "Homemade Apparatus" in which sufficient detail is given to make possible the construction of a large part of the equipment in cities where playgrounds are being established. This will be particularly useful to those who have not sufficient funds available for the purchase of equipment directly from the machine companies.

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A good working bibliography is also given, making the volume a most useful handbook for those either directly in charge of playgrounds or for school-teachers preparing to do playground work during the summer recess.

Altogether the book is a most valuable addition to the present supply of playground literature.

### EXERCISE IN EDUCATION AND MEDICINE.\*

Reviewed by GEORGE L. MEYLAN, M.D.

The remarkable development of physical education, playground activity, and the use of exercise in the treatment of physical defects has created a demand for a book containing reliable information on these subjects. Dr. R. Tait McKenzie has accomplished the task by writing this admirable book. It covers a wide range of topics under the general subjects of physiology of exercise; history, systems, and application of physical education; and exercise in medicine.

The fundamental facts of each subject are presented in a clear and interesting style; the book is profusely illustrated with diagrams and many beautiful half-tone pictures which reveal the author's artistic talent. The book should prove useful to educators, physicians, teachers of physical training, playground teachers, and all who are interested in the education and physical welfare of young people. The specialist will not find his subject treated exhaustively, but many related subjects treated concisely. The author's purpose "to give a comprehensive view of the space exercise should hold in a complete scheme of education and in the treatment of abnormal diseased conditions," is thoroughly well carried out in this volume.

### SCHOOL YARD ATHLETICS.†

Reviewed by W. E. MEANWELL, M.D.

Mr. James E. Sullivan's little book on "School Yard Athletics" (No. 331 of Spalding's Athletic Library) is one that will be of

\* "Exercise in Education and Medicine," by R. Tait McKenzie, A.B., M.D., Professor of Physical Education, and Director of the Department, University of Pennsylvania. Octavo of 406 pages, with 346 illustrations. Philadelphia and London: W. B. Saunders Company, 1909. Cloth, \$3.50 net; half morocco, \$5.00 net.

† "School Yard Athletics," by James E. Sullivan, Secretary of the Amateur Athletic Union. American Sports Publishing Co., 21 Warren St., New York, 1909. Price, post-paid, 10 cents.

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value to those teachers in playgrounds and schools who have to do with the play and athletics of boys. It deals with the athletic events that are most commonly practised, and describes them in a clear and concise manner. The rules governing athletics are given; some excellent plates illustrate the styles and action of experts in their various specialties. The book treats in a systematic way of the organization so necessary for the successful conduct of school and playground athletics, the order and variety of events, the duties of the officials. Valuable suggestions are offered in a chapter on the preliminary details necessary for a field day or meet.

Mr. Sullivan criticises the method now in vogue in many cities of classifying contestants according to their weight, stating that in his long experience many instances are known to him of harm resulting to athletes through weight-reducing exercises, in order to make a weight below that which is normal for the individual. As the rules of the New York Public Schools Athletic League expressly forbid such efforts at weight reduction, it is the fault of teachers and coaches directing the activities of the boys if such methods are allowed to exist. In Baltimore the experience in this respect has been wholly in favor of the weight classification, the influence of an efficient corps of professional instructors having successfully combated tendencies to overtraining and unsportsmanlike methods.

With this exception the book is heartily recommended.

### HOME AND SCHOOL.\*

Reviewed by CLARENCE ARTHUR PERRY.

In this dainty volume Mrs. Mary Van Meter Grice tells how the fathers and mothers can be brought to school, induced to share the wisdom of the child-experts, and provided with broader educational sympathies through the agency of the home and school association. Many years experience as a school trustee and president of the Philadelphia League of Home and School Associations have yielded the author an excellent equipment for her task.

The natural starting point of a home and school association movement is the interest aroused in mothers through the simple need of accompanying their little tots when they first enter the kindergarten. With a little nursing this feeling can be developed

\* "Home and School," by Mary Van Meter Grice. Christopher Sower Company, Philadelphia, Pa., 1909. Mailing price, 60 cents.

## *BOOK REVIEWS*

into an activity which will result in mothers' meetings in the school-house. Then the fathers' meetings follow naturally and these two, by consolidation, become a home and school association.

A danger met in arranging programs, pointed out by the author, is that of presenting subjects too lofty for the audience. But even these mistakes can be discounted if the mothers can be made to feel human motives back of the movement. After a learned paper on "Adolescence" at one of the Philadelphia meetings a large German woman came forward and remarked in a trembling voice: "Gott bless you all, you're tryin' to help us mit de little ones, aren't you? Vell, I got five, and sometimes I gets so bevildered I don't know vot to do."

The home and school meetings tend to socialize the view points of the parents. To learn what the association can do for their children is the motive that induces the mothers and fathers to join, but not many meetings pass before they look at things from a broader standpoint. "Is play a necessary factor in the development of their child? Then it must be good for all the children of their community. Is pure water something to be desired for the health of their own home? It must be just as necessary then for the good of the homes of the whole city."

Mrs. Grice gives practical suggestions for starting these home and school associations in both country and city schools, plans of procedure after they are under way and outlines in detail a dozen different activities which may suitably be carried on by these teacher-parent societies. The book contains a number of home and school songs and sixteen attractive illustrations. There are prefatory notes by United States Commissioner of Education Elmer Ellsworth Brown and Dr. Martin Grove Brumbaugh, Superintendent of Philadelphia Public Schools.

### *WIGWAM EVENINGS.\**

Reviewed by LORNA HIGBEE LELAND.

The Indian tales presented in "Wigwam Evenings" have been gathered from the unwritten schoolbook of the wilderness for the children of to-day. These tales constitute a valuable addition to the literature of childhood. They make a distinctively unique, an American appeal, which we as Americans can feel and appreciate even though our racial experience is limited.

\* By Charles A. Eastman and Elaine Goodale Eastman. Little, Brown & Company, Boston; 235 pp. Price, \$1.25.

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Dr. Charles A. Eastman is a full-blooded Sioux, and has done much in his well-known book, "Indian Boyhood," to increase our sympathetic appreciation of Indian ideals. Mrs. Eastman has won distinction as a poet and an interpreter of childhood. Such happy blending of racial traits, minds, and sympathies in joint authorship has produced in "Wigwam Evenings" a work which will be appreciated by all who love the woods and hills and lakes of our American environment.

The animal fables are as full of philosophy as those of Æsop. The personified elements of Heat, Frost, Thunder, and the Mighty Deep in conflict are less bloody, more spectacular, more truly American and more poetic than Jack the Giant Killer and the other sanguinary heroes of our Anglo-Saxon nurseries. Unk-to-mee, the sly one, seems a cousin to "Brer Fox" of negro folklore.

These stories are particularly adapted for use in playground storytelling. Much of the detailed description of birds, animals, and the objects of nature has been purposely omitted; this lack offers an incentive for observation and study, so that children can through their own efforts supply this local color when they retell the tales in competition, as Indian children are taught to do. Thus properly used, the book will serve to cultivate that which our institutions tend to discourage, the development of the powers of observation and imagination.

### SCHOOL CHILDREN THE WORLD OVER.\*

Reviewed by ANNA L. VON DER OSTEN.

One of the most attractive and at the same time instructive books for boys and girls that has recently appeared is "School Children the World Over." Printed in large, clear type, on heavy paper, are thirty-six simple descriptions of as many pictures representing phases of school life in Europe, Asia, Australia, the Americas, and even the heart of Africa—demonstrating the universality of the institution "school." The photographs are not only unusually clear, but they are in each case typical. The human element, the particular environment—peculiarities of architecture and scenery—the distinctive costume, or lack of costume, of these future citizens are vividly portrayed.

Though the average school child the world over may hate

\* "School Children the World Over," by Lucy Dunton. Frederick A. Stokes Company, New York, September, 1909. Price, \$1.50.

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"jography," he cannot help absorbing, unconsciously, from these pages—and particularly the illustrated ones—valuable information that may properly be classed under the despised science.

But not only does the book present phases of the chief business of childhood which is centered in the school; it also brings out that other side of child life, the society of play, in which the child's self is free, in which he really lives. We see Japanese boys excited over a game of marbles, Chinese girls playing croquet with that patient passivity which is characteristic of their race, seven little girls of South America jumping rope, their bare feet just escaping the ground as the shutter of the camera snapped. Both elements—the business of childhood and its play—are blended in the cover illustration, which presents a New England schoolhouse and its environment.

The book should be of interest to all children of school age.

### MAKING THE BEST OF OUR CHILDREN.\*

Reviewed by GRACE WOODS KARPINSKI.

Dr. Mary Wood-Allen's "Making the Best of Our Children" is designed for those having the care of young children. A number of stories are employed to show in striking contrast the wrong and the right methods of discipline and training. Emphasis is placed on the value of training a child's reason and upon ingenuity in avoiding unnecessary issues. The necessity of thoughtful study of each individual child is pointed out. The book contains many fruitful suggestions.

### THE FOLK DANCE BOOK.†

Reviewed by JOSEPHINE BEIDERHASE.

With the present intense interest in folk and national dancing, this unique collection should receive a most appreciative welcome from teachers of physical training and from those interested in the activities of the playground. Both from a physiological standpoint and from that of emotional content, there are assembled in this comparatively small volume some of the best folk dances obtainable. Any dance to be valuable as physi-

\* "Making the Best of Our Children," by Mary Wood-Allen, M.D. A. C. McClurg & Company, Chicago, 1909. Price, \$1.00 net.

† "The Folk Dance Book," by C. Ward Crampton, M.D., Director of Physical Training, New York City Public Schools. A. S. Barnes & Co., New York, 1909. Price, \$1.50.

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cal training should contain two elements: it should be sufficiently vigorous to stimulate respiration and circulation, and sufficiently pleasing to give joy in its performance.

The twenty-two dances presented in Part I. of "The Folk Dance Book" have been found by actual test to possess these two elements to a marked degree. In fact, so successful has their practical application proved, that they are now incorporated in the syllabus of physical training used in the New York City public schools.

The grading of these dances according to difficulty is an exceptionally helpful feature. This grading, however, is by no means rigid, many of the dances classified as elementary being equally appropriate for older pupils.

Among the most attractive dances of Part I. may be mentioned "Chimes of Dunkirk," "Tantoli," "Lassie's Dance," "Nixie Polka," "Norwegian Mountain March," "Hop Mother Annika" and "Ace of Diamonds."

Part II. consists of twenty-one miscellaneous dances and song plays, many of the latter, such as "The Carrousel," "Chain Dance" and "I see You," having gained great popularity with the younger children. The advanced dances in this group include several arranged especially for boys, all of which have been taught successfully in the boys' high schools in New York City.

Although the graded dances in Part I. have been selected primarily with a view to their adaptation for use in the schoolroom, they will be found equally suitable for the playground or the gymnasium where more space, light and air are procurable, thus insuring greater freedom of execution.

The descriptions accompanying the dances are, for the most part, so definite that any teacher, whether familiar with the technique of dancing or not, will be able with the music as a guide to give them proper interpretation.

**HOW TWO HUNDRED CHILDREN LIVE AND LEARN.\***  
Reviewed by CHARLES H. JOHNSON.

Dr. R. R. Reeder, the Superintendent of the New York Orphan Asylum, has issued in book form his lectures and maga-

\* "How Two Hundred Children Live and Learn," by Rudolph R. Reeder, Ph.D., Superintendent of New York Orphan Asylum, Hastings-on-Hudson, N. Y. Charities Publication Committee, 105 East 22d St., New York City, 1910. Price, \$1.25 net.

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zine articles on how the children of his institution live and learn. In doing this he has earned the gratitude of not only all who are interested in the welfare of children in institutions, but of all who are interested in the proper development of child life. While the book is primarily intended for those who are connected with institutions caring for destitute children, its principles are so true to the established facts of physiology and psychology, and its methods are so pedagogically correct, that it is of great value to all who are working with children in city or country.

Institution children have not figured largely in literature, and when they have appeared it has usually been by way of disparagement. Writers on social questions have referred to them as lacking especially in initiative and self-reliance, while authors of fiction have referred to them when they wished to illustrate a barren or monotonous life, or a peculiarly sad childhood. Dr. Reeder has, however, depicted in the account of the daily life of his charges a life so rich, full and varied that we doubt if any boarding school or private family can make a more delightful setting for childhood. (Indeed it may be said that every department and activity of the Asylum functions.) This is markedly true of the phase of life classed under the chapter on exercise, environment, and play which perhaps more than any other will interest the readers of *The Playground*.

The physiological value of play is shown in the results of health-giving play life on the fields and in the woods of the Asylum property. The very defects above stated for which institution children are noteworthy find their correction on the playground. The constructive faculty finds its expression in the hut building, the snow fort and tunnel planning; leadership is developed, the individual tendency of the child is given opportunity to reveal itself, principles of honesty, fair play and courage are shown to be commendable and of social value. Indeed there seems to be no department of the institution where more may be accomplished physically and mentally to assist institutional children to attain to those qualities requisite to a broad and vigorous adult life.

Much is made of playground environment, but we think the chapter reveals especially the value of personality in the leader of the institution. The attitude of the leader is shown

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in these words of the author: "When visitors to the Orphanage find me working at my desk, they frequently offer an apology for taking my time, but such courtesy seems to them unnecessary if they find me on the playground with the boys and girls. That is 'only play.' In my judgment, it is as important as any work that I can do, even to conducting devotional exercises." Where there is such an attitude on the part of a superintendent, who in addition is gifted to an unusual degree with fertility of resource, it may well be expected that play will become rich, interesting and educative.

## ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE.\*

The March number of the *Annals of the American Academy of Political and Social Science* is given up to the consideration of public recreation facilities. Typical parks—national, state, county, and city—are discussed. The social significance of park and playgrounds is pointed out. John Nolen, Graham Romeyn Taylor, Dr. Henry S. Curtis, Mrs. Amalie Hofer Jerome, Charles Mulford Robinson, Beulah Kennard, and Bessie D. Stoddart are a few of the many contributors.

## TWO INDEPENDENCE DAY ARTICLES.

Some excellent suggestions on how to conduct an Independence Day campaign are contained in an article by E. A. Moree, entitled "How a Sane Fourth Campaign Was Won." This appeared in the April, 1910, number of *The American City* (price ten cents), published at 93 Nassau Street, New York City. It gives real information on how to get a campaign started, and how to keep the public interested in the work from start to finish.

The May number of *The American City* will contain an article by Henry B. F. Macfarland of Washington, D. C., telling about the celebration that took place in his city last year. This article will give many valuable suggestions for those interested in improving the celebration of our national holiday.

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